

DIAMOND HILL ELEMENTARY

100 Lake Secession Road
Abbeville, SC 29620

GRADES K-7 Elementary School

ENROLLMENT 322 Students

PRINCIPAL Kathy F. Stevenson 864-446-2600

SUPERINTENDENT C. Michael Campbell, Ph.D. 864-459-5427

BOARD CHAIR Dr. Larry D. Lawson 864-446-3250

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	59	27	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Excellent	Unsatisfactory	Yes

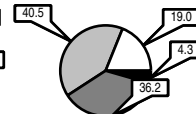
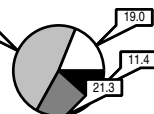
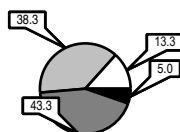
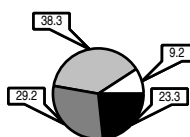
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

75.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	205	100.0	19.8	40.1	34.9	5.2	48.4	Yes	Yes
Gender									
Male	103	100.0	23.7	40.9	34.4	1.1	43.0		
Female	102	100.0	16.2	39.4	35.4	9.1	53.5		
Racial/Ethnic Group									
White	176	100.0	19.5	38.4	37.2	4.9	51.2	Yes	Yes
African-American	27	100.0	15.4	53.8	23.1	7.7	34.6	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	183	100.0	16.4	40.9	37.4	5.3	50.9		
Disabled	22	100.0	47.6	33.3	14.3	4.8	28.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	205	100.0	19.8	40.1	34.9	5.2	48.4		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	202	100.0	20.1	40.2	34.9	4.8	47.6		
Socio-Economic Status									
Subsidized meals	107	100.0	15.2	48.5	32.3	4.0	43.4	Yes	Yes
Full-pay meals	98	100.0	24.7	31.2	37.6	6.5	53.8		

Mathematics - State Performance Objective = 15.5%									
All Students	205	100.0	10.9	42.2	26.6	20.3	60.9	Yes	Yes
Gender									
Male	103	100.0	9.7	40.9	28.0	21.5	61.3		
Female	102	100.0	12.1	43.4	25.3	19.2	60.6		
Racial/Ethnic Group									
White	176	100.0	9.1	43.3	26.8	20.7	61.6	Yes	Yes
African-American	27	100.0	23.1	30.8	26.9	19.2	57.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	183	100.0	7.6	42.7	27.5	22.2	65.5		
Disabled	22	100.0	38.1	38.1	19.0	4.8	23.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	205	100.0	10.9	42.2	26.6	20.3	60.9		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	202	100.0	11.1	42.3	25.9	20.6	60.3		
Socio-Economic Status									
Subsidized meals	107	100.0	11.1	46.5	25.3	17.2	56.6	Yes	Yes
Full-pay meals	98	100.0	10.8	37.6	28.0	23.7	65.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	39	100.0	15.8	26.3	52.6	5.3	57.9
	Grade 4	35	100.0	5.9	52.9	41.2	N/A	41.2
	Grade 5	39	100.0	22.2	55.6	22.2	N/A	22.2
	Grade 6	41	100.0	26.8	51.2	12.2	9.8	22.0
	Grade 7	38	97.4	21.2	63.6	15.2	N/A	15.2
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	49	100.0	2.1	31.3	56.3	10.4	66.7
	Grade 4	38	100.0	24.3	40.5	35.1	N/A	35.1
	Grade 5	44	100.0	14.0	48.8	34.9	2.3	37.2
	Grade 6	35	100.0	34.3	34.3	25.7	5.7	31.4
	Grade 7	39	100.0	26.3	52.6	15.8	5.3	21.1
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	39	100.0	7.9	47.4	26.3	18.4	44.7
	Grade 4	35	100.0	2.9	45.7	25.7	25.7	51.4
	Grade 5	39	100.0	27.8	50.0	13.9	8.3	22.2
	Grade 6	41	100.0	7.3	46.3	29.3	17.1	46.3
	Grade 7	38	100.0	11.8	38.2	38.2	11.8	50.0
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	49	100.0	N/A	29.2	45.8	25.0	70.8
	Grade 4	38	100.0	13.5	45.9	13.5	27.0	40.5
	Grade 5	44	100.0	18.6	41.9	25.6	14.0	39.5
	Grade 6	35	100.0	11.4	40.0	28.6	20.0	48.6
	Grade 7	39	100.0	18.4	55.3	15.8	10.5	26.3
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 322)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.7%	Up from 4.1%	2.9%	2.7%
Attendance rate	99.1%	Up from 95.3%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		4.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.5%		3.1%	3.5%
Eligible for gifted and talented	17.2%	Down from 19.7%	16.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.2%	Up from 6.8%	9.0%	8.2%
Older than usual for grade	1.9%	Up from 1.8%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	27.3%	Up from 26.1%	52.0%	51.4%
Continuing contract teachers	90.9%	Down from 91.3%	90.2%	87.5%
Highly qualified teachers**	95.5%	N/A	94.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	78.1%	Up from 77.4%	88.5%	86.7%
Teacher attendance rate	95.3%	Down from 96.6%	95.0%	94.9%
Average teacher salary	\$35,679	Up 2.8%	\$40,965	\$40,760
Prof. development days/teacher	5.9 days	Down from 8.0 days	11.8 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 19.1 to 1	19.0 to 1	18.9 to 1
Prime instructional time	93.9%	Up from 91.4%	90.2%	90.0%
Dollars spent per pupil*	\$5,643	Down 5.9%	\$5,896	\$6,044
Percent of expenditures for teacher salaries*	64.0%	No change	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Welcome to Diamond Hill Elementary School! Our mission is, "Challenging students everyday to be a shining success in school and in life." Our School Improvement Council and PTSO have worked diligently with our students, faculty, staff, administration, and parents to foster academic success in all of our students. This year, the School Improvement Council has adopted the following goals:

Increase the volume of library books by at least 10%;
Advance at least 10% of elementary students and at least 10% of middle school students up one level on PACT assessment; and
Implement effective school-wide communication by 100%.

Our overall goal is to focus on continuous improvement in the total learning environment through our school's vision, mission, and goals, as related to our School Renewal Plan. Listed below are our many accomplishments of academic honors, newly implemented programs, and parent and community support activities.

We are a Palmetto Silver Award winning school 2003-2004! Both of our elementary and middle schools met AYP for this year.

One of our teachers, Mrs. Alyssa Mann, was chosen as a Golden Apple Teacher of the Year.

Our BETA Club students placed first in Division I math state competition, third in scrapbook, and third in essay writing.

Our student body surpassed their Accelerated Reader Challenge goal of over 3000 books again this year.

We received an EIA and a Michael Jordan Fundamentals Grant this year to implement our Partners 'N' Pals mentoring program.

We provide two Diamond Hill Elementary School Graduate Scholarships at \$500.00 each annually.

Our newly implemented alternate schooling programs include G.E.M. (Going the Extra Mile) Extended Learning, Project S.H.I.N.E. (Student Help in Individual Needs and Enrichment) After School Program, Partners 'N' Pals Mentoring Program, Write... from the Beginning, S.P.O.R.T. Discipline/Character Education Program, Safety Patrol, and Early Bird Algebra and Spanish.

We offer our students, parents, and community many opportunities to be involved in our school, including our fall barbecue events, Family Fun nights, Grandparents' Day, special dances, Young Authors' Day, and the March of Dimes and Relay for Life walks.

We are very fortunate to have much parent and community support at Diamond Hill. As we work toward improving the performance of every student, we know that we will make the necessary gains for preparing our students to be, "...a shining success in school and in life."

Kathy F. Stevenson, Principal

Louise Nelson, Chair, School Improvement Council 2004

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	40	52
Percent satisfied with learning environment	90.5%	77.5%	84.6%
Percent satisfied with social and physical environment	90.5%	72.5%	76.5%
Percent satisfied with home-school relations	90.5%	77.5%	62.7%

*Only students at the highest elementary school grade level at this school and their parents were included.